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ABSTRACT

The position of the Utah State Board of Education is that career education will be a major thrust of the total public education system from kindergarten through secondary, postsecondary, and adult levels, with the State Education Agency providing the leadership for development and implementation of the career education concept. Basic objectives of career education are related to a positive self-identity and attitude to others, career awareness through career orientation and information, economic awareness and consumer competency, career skill exploration, effective decision making and planning, specific skill development and application, and placement/stability/advancement competencies. (EA)

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CAREER EDUCATION

Revised

December 1, 1972

U.S. DEPARTMENT OF HEALTH,
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FOREWORD

While career education is receiving increasing attention in educational circles, the concept is far from a new one. Preparing people for occupational success has always been one of the many goals of the educational system. However, there is now evidence that the public feels more attention must be given to directly preparing individuals for entry into the world of work. A recent Harris poll reveals that parents are saying that career education is important because it can help individuals get better jobs and earn more money.

The concept of career education does not ignore the other vitally important components of human development but seeks help from all facets of the total education program in preparing the individual for success in a career of his own choice. To accomplish this goal joint effort must be made by the community, schools, and parents to provide career development experiences that are closely allied with life and with the world of work. Individuals must be given opportunity to work and render service in a real and meaningful way to the society in which they live.

Many components of career education are already contained in instructional programs currently offered in Utah. Of these, some represent pilot projects under the direction of the State Education Agency while others are outgrowths of the efforts of education leaders at the local level. All need to be correlated and where desirable and feasible made a part of local career education programs. These programs should be continually evaluated and altered to stay current with the lifetime career needs of the individual in an ever changing society.

In line with this goal, Dr. Walter D. Talbot, State School Superintendent, appointed an interdivisional staff to develop a plan for working with all

other educational agencies in implementing career education programs in the state of Utah. A Career Education Policy Board at the administrative level was also created to give guidance to the staff's efforts. Specifically the Policy Board and staff were charged with (1) clarifying the position of the Utah State Education Agency with regard to career education and its implementation and (2) developing a process model for education agencies to use in planning career education programs at the local level.

INTRODUCTION

Few concepts introduced on the American Education scene have met with as much discussion and controversy as has career education. While it has met with almost instant nationwide acclaim, it has at the same time meant a variety of things dependent upon the locale and one's point of view. For many, it has meant nothing more than a new name for vocational education, career guidance, or for total education.

In the words of Dr. Walter D. Talbot, Utah State Superintendent of Public Instruction, "If career education becomes more than merely hanging a new sign on the door and going about our business as usual, we have to come to grips with the issue of what we mean by career education in Utah. Can we agree on a definition and can we as many elements in society go down the road together?"

Nationwide, there are many varying opinions on the meaning of career education as it applies to the educational program. In the handbook on career education developed for use in a number of regional conferences by the U.S. Office of Education, we find the following statement:

The term "career education" seems to have generated two contrasting confusions. Some have thought it nothing but another name for vocational education. Others see in it a threat to absorb all of education into a single-focused occupational pursuit. These two misconceptions are combined in those who fear that career education is but a device to "vocalionalize" what they value as "general" or "academic" or "liberal" education. These misconceptions and fears must be dispelled. If the primary purpose of a "liberal" education is to help a student discover himself in relationship to his society, how can the role of work and careers not be included? On the other hand, there is much of value in education which is not and should not be career oriented. As an imagery, it is as if a variety of monitors were installed within the education system. One representing the career objective would comb the entire education experience to identify those segments which could usefully contribute to career success. Other monitors would have the same assignment for citizenship, culture, family life, self-awareness, and other education objectives. None would compete, all would cooperate, and each objective would be strengthened by pursuit and achievement of the others. At the same time, much of career education will occur outside the formal education system (as, indeed, much education does).

In an attempt to identify those parts of education directly related to meeting the new thrust for gainful occupational preparation and yet not disregard the other education objectives so vitally important to the total development of the individual, the following definition is submitted:

Career education is defined as those parts of the education system focused on providing the individual with the skills, understandings, and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood and in the useful occupation of homemaking.

Utah State Board of Education

Position Paper

Career Education

(Proposed March 9, 1973)

Career Education is defined as those parts of the education system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood and in the useful occupation of homemaking. Career Education begins in grade one or earlier and continues through the adult years. Career Education extends beyond the school and utilizes the entire community as a resource for career development. In this context, Career Education is not separate and apart from total life education, but is a correlated, integral part of all human development. It calls for a united effort of the school and community to help all individuals become familiar with the values of the work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful and satisfying.

It is the Board's position that the Career Education concept be implemented through the following programs:

1. The kindergarten through sixth grade curriculum will include career awareness dealing with the development of proper attitudes, appreciations, and understandings in the World of Work.
2. The junior high or middle school curriculum will focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students will have opportunity for in-depth exploration of different job families and to acquire information about themselves, their interests and talents and how these can be transferred into career opportunities.
3. The senior high curriculum will provide for the extension and expansion of programs identified in the elementary and junior high and for appropriate career specialization and support programs. A student should identify a tentative career goal as a matter of record and within his senior high experience, will be given opportunity to devote the time necessary to meet his career needs in a chosen area of concentration. The offerings of the school will be broad enough to provide learning in a wide range of occupational fields with support of interrelating classes. The school will provide optimum opportunities for students to engage in work experience activities.
4. At high school graduation or at the time a person leaves school, each student will be assisted by the school system in being successfully placed at the next step of his choice. This may include entry-level employment, military service, technical school, college, homemaking or any other temporary or permanent goal identified by the student under wise counseling at the school. Such a step requires school personnel to provide for follow-up to ascertain the effectiveness of the school program.
5. Programs of study at adult and postsecondary levels will be tailor-made to each student's interests and needs. Course content of subject matter will allow for varied career applications or will provide retraining for specific job needs.

It is the position of the State Board that Career Education will be a major thrust of the total public education system from the kindergarten through secondary, postsecondary, and adult levels. The State Education Agency will provide the leadership necessary for development and implementation of the Career Education concept.

RATIONALE

The educational program, including that component defined as career education, is vitally concerned with the total development of each individual within its jurisdiction. Because it helps him achieve financial success and also achieve other personal goals vital to his happiness and well-being career development is an important part of each person's life. Career education prepares the student for successful entry as a worker in society and helps him live a more productive and meaningful life; therefore, it cannot be ignored in any part of the education system. The college degree can no longer be considered the best and most secure way to prepare for occupational success. The importance of all kinds and levels of work must be stressed in the school curriculum.

Concern for the dignity and worth of each individual is exemplified in the new "Utah Goals for Education." Career education, properly conceived and implemented, will help make the proposed goals become reality in the lives of the people of this state. The goal statements were derived from the "Designing Education for the Future" conferences involving students, educators, parents, professional and non-professional persons from all segments of society. While developed prior to the present thrust for career education most of the goal statements established are directly related to components of a career education program.

The state educational objectives design visualizes the student's being exposed to a series of student-teacher planned learning experiences based on assessed individual and societal needs. The activities must be real to life, individually paced and accepted by the student as his personal goals. While engaged in these personalized experiences students will be

(1) developing power to use knowledge and practice management skills, (2) developing essential learnings, understandings, attitudes, skills and habits necessary to function well in society, (3) motivated toward continued learning, (4) provided with opportunities for choices and branching from one interest to another, (5) provided with successful experiences, and (6) provided with opportunities for basic value development. As a part of educational experience each individual will be developing a good self-image, learning to interact with other persons, learning to understand the nature of social structures, gaining an understanding of his relationship to his environment, and learning to express his feelings aesthetically.

If conceived and implemented correctly each learner will be moving at his own rate of speed toward social, aesthetic, environmental, productive, physical, emotional, ethical, and intellectual maturity and the final goal--that of being a rational, effective, affective human being.

Goals and objectives for career education developed by local school districts and other educational agencies should be in harmony with the general goals for education of the Utah State Board of Education.

This We Believe

- (1) THAT: Because there is dignity in all honorable and honest work, educators should provide a learning climate in which the vocational-technical and professional skills are given equal importance.
- (2) THAT: Because career education is an important part of total life education, all facets of the educational system should cooperate to help the individual become a gainfully employed and productive human being.
- (3) THAT: Educational systems cannot assume sole responsibility for career education; there must be total community, home, and school involvement if career education programs are to be successfully implemented.
- (4) THAT: As a part of seeking personal fulfillment all individuals will be engaged in selecting one, or a succession of gainful occupations; consequently career education must be provided every human being throughout life.
- (5) THAT: Because career education is a life long developmental process, educators must provide learning experiences for attitude formation, orientation, exploration and skill development which begins in early childhood and extends through the life of the individual.
- (6) THAT: Career education is directly related to fulfillment of the unique needs, desires and aspirations of every human being; consequently, educators must design humanized learning experiences for each individual that are highly personalized and compatible with his abilities and interests.
- (7) THAT: An accurate appraisal of personal strengths and limitations is a prerequisite to making a wise choice of occupations; therefore, the education system must assist each individual to understand his aptitudes, abilities and interests.
- (8) THAT: Because all education should have as its goal total development of the child, course content or learning experiences should be related to life now and future occupational choices, and curriculum must become more functional for those students who desire early occupational entry.
- (9) THAT: Because career choices will be made by the individual, influenced by his parents and others, educators must provide students and parents with the necessary information, decision making skills, and understandings for the student to make wise choices.
- (10) THAT: Because conditions and circumstances beyond the control of the individual may interfere with his educational progress, the education program must be flexible enough to meet the career needs of disadvantaged and/or handicapped individuals.

- (11) THAT: Because the educational system will be held increasingly accountable for an instructional program which prepares individuals for gainful employment, educators must accept a proportionate share of the responsibility for preparing and placing each individual at the next step in career development.
- (12) THAT: The student who has been involved in real work experiences, or even in simulated experiences, is more likely to make a successful entry into the world of work; therefore, educators should attempt to provide these kinds of experiences for each individual according to his needs and desires.
- (13) THAT: Because the classroom teacher is in a key position to provide career guidance, preservice and in-service education should assist teachers in acquiring the necessary competency to aid students in recognizing career opportunities.
- (14) THAT: Technical assistance in occupational guidance is the prime responsibility of the counselor; therefore, preservice and in-service training must assist him in acquiring the competencies necessary to assume a leadership role in implementing career guidance and in contributing to other aspects of career education.

BASIC GOALS OF CAREER EDUCATION

Revised--December 12, 1972

I. Understanding Oneself and Relationship with Others

GOAL: Individuals will develop a sense of self-worth and a positive attitude toward others.

Each individual will:

1. View himself as a worth-while person.
2. Recognize his importance as a worthy member of a group.
3. Understand why community success is dependent upon productive individual workers.
4. Recognize his own strengths and weaknesses and how others differ from him.
5. Develop attitudes and personal characteristics necessary in getting, holding, and advancing in a chosen career.
6. Recognize the importance of all honorable occupations.
7. Understand the contribution a chosen career can make to personal fulfillment and life style.
8. Recognize that career selection should be related to individual aptitudes and abilities.
9. Understand the relationship of career success to the welfare of the family.
10. Recognize that service rendered should be equal to pay received.

II. Career Orientation and Information

GOAL: Individuals will develop a growing awareness of career opportunities throughout the educational program.

Each individual will:

1. Be able to identify occupations in the community.
2. Acquire information about many occupations outside the immediate environment.
3. Be able to identify the various clusters of occupations.

4. Gain an understanding of life styles associated with occupations in various cultures.
5. Identify the careers available to him according to his aptitudes, interests, and abilities.
6. Explore several career clusters through hands-on activities, field trips, communication with workers, etc.
7. Select and work in an occupation within a chosen cluster.

III. Economic Awareness and Consumer Competency

GOAL: Each individual will understand the operation of the economic systems of our society and factors related to the national, local and individual economy.

Each individual will:

1. Develop an understanding of the need for work and exchange of goods and services.
2. Acquire a knowledge of our monetary system.
3. Achieve economic understandings and consumer competencies necessary to manage resources wisely.
4. Understand the law of supply and demand.
5. Have knowledge of the economic rewards at different occupational levels.
6. Develop concepts of economic potential--the cost of preparing for an occupation in relationship to expected income.
7. In addition to a knowledge of anticipated career income, understand how investments, interests, insurance, savings, etc., can contribute to personal income.
8. Understand the functions of financial institutions in a capitalistic society.

IV. Career Skill Exploration

GOAL: Each individual will acquire a knowledge of the skills necessary to function in a variety of career choices.

Each individual will:

1. Have opportunity to become acquainted with the skills necessary to be successful in a variety of occupations.
2. Have continued exposure to the expectations of prospective employers.

3. Have opportunity to view himself as a worker in various occupations.
4. Participate in on-site visits, view work activities in progress and communicate with workers in various occupations.
5. Identify particular attitudes and abilities necessary to achieve success in various career clusters.
6. Become acquainted with the "tools of the trade" in chosen career clusters.

V. Decision Making and Planning

GOAL: Individuals will learn the steps in decision making and how to effectively plan for career development in an informed and responsible way.

Each individual will:

1. Understand how career success is related to establishing goals and objectives and recognize that all planned behavior is goal oriented.
2. Learn the importance of establishing personal goals based on an understanding of his own potential.
3. Accept responsibility for choosing, getting and holding a job.
4. Gain a knowledge of the components of the decision making process.
5. Use the decision making model in developing his career goals.
6. Develop the ability to make, carry out, and evaluate both short and long range goals.
7. Identify and comprehend factors which may have relevance for one's career decisions.
8. Recognize the need of constant re-evaluation of career decisions and methods selected for reaching one's goal.
9. Develop a realization that career decisions are increasingly irreversible or reversible only at some cost of time, effort, and money.
10. Become aware that most goals may be accomplished in a variety of ways.
11. Identify and utilize systematically valid sources of occupation information.
12. Understand that educational decisions may have an important impact on career opportunities available to an individual.
13. Develop criteria by which occupations or other career activities may be judged for their appropriateness in meeting life-career goals.

14. Prepare for constantly changing employment trends, work roles, and job mobility.
15. Make appropriate use of interest inventories, tests, and counseling to assist in education and career decision making.

VI. Specific Skill Development and Application

GOAL: Each individual will develop the necessary competencies for entry-level employment in a career or careers of his choice.

Each individual will:

1. If he so desires, be engaged in learning specific job entry skills prior to or upon termination of high school.
2. Develop skills, knowledge, competencies and attitudes necessary for entry in the labor market or for next steps such as technical schools, universities, or family life.
3. Be provided with practical on-the-job work experience wherever possible.
4. Have available re-entry into the educational system for further occupational training at any time in his life.

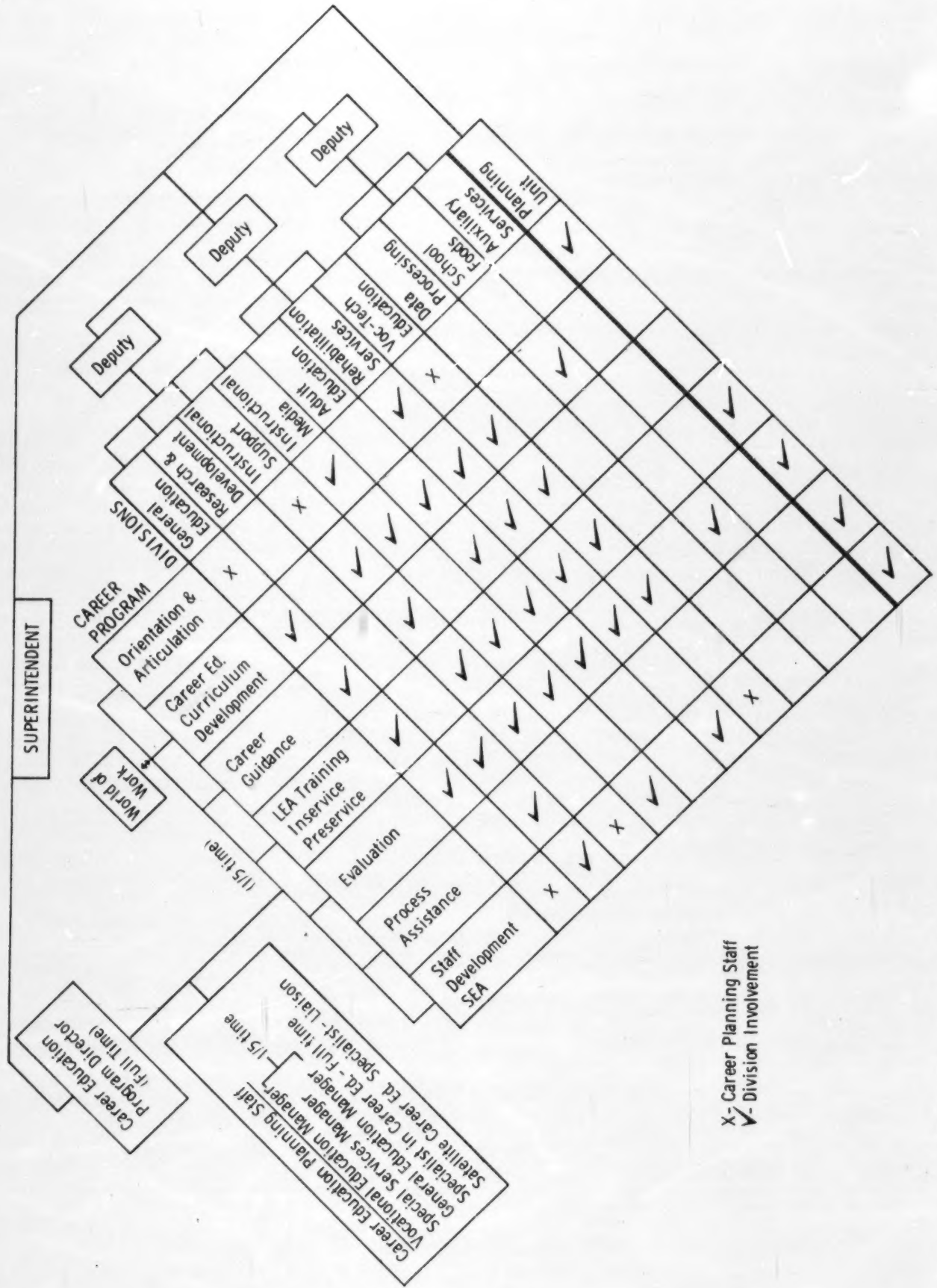
VII. Placement, Stability, Advancement

GOAL: Individuals will be able to demonstrate the competencies necessary to acquire employment, be successful on the job and continue to advance in the career of their choice.

Each individual will:

1. Demonstrate specific job entry skills in the occupation of his choice.
2. Possess the characteristics necessary to be a productive employee.
3. Understand how to utilize employment agencies in obtaining placement including both those in the school and community.
4. Demonstrate the ability to work harmoniously with fellow workers and relate well with those in authority over him.
5. Possess the personal qualities such as initiative, loyalty, dedication, dependability, and leadership which will aid him in advancement on the job.
6. Possess attitudes which will allow him to be flexible and capable of taking advantage of advancement opportunities as they arise.

RECOMMENDED ORGANIZATIONAL STRUCTURE FOR CAREER EDUCATION



X - Career Planning Staff
✓ - Division Involvement

Recommended Organizational Structure
for Career Education

If the SEA is to assume leadership for implementing career education in Utah, some changes in agency organization are imperative. Functional requirements mandate the involvement of all divisions within the agency; therefore, this would preclude assigning any one division the responsibility for leadership throughout the state. Thus, we strongly believe that a new, more interdependent and flexible organization system is needed if the agency is to manifest significantly improved functional capacities in meeting emerging requirements for leadership in career education.

The recommended organizational system relates to career education (K-Adult) and has two dimensions or axes. The right-hand axis consists of those familiar organizational units known as divisions. The left-hand axis is comprised of functional units particularly concerned with career education problems which require unique multidisciplinary attention in their treatment. We call this the "career program" axis.

Career programs will be managed by the career education staff released from the divisions and under the direct supervision of the program director. They will be expected to work one fifth of their time in program management for the duration of the program or until rotated or replaced. When program assignments are complete, the program personnel return to their own division. Program personnel must be carefully selected to represent an unusually high order of professional qualification. The career education program director should be a highly professional individual holding at least a masters degree and six years of public school experience in vocational, general, and special education as an administrator, supervisor, counselor, or teacher. He shall

devote his full time to provide administrative direction and coordination to career education, reporting directly to the state superintendent.

The career education program director has a planning staff, possibly three or four career education planning coordinators and a specialist in career education. These coordinators should be broadly experienced and highly skilled program planners and developers. They will assist the program director in synthesizing information suggesting the need for special programs, in drawing up proposals to evaluate the need for major programs, and in planning and managing the studies or major programs that appear to be required.

The career education planning staff and the career education director function as the specific agency which, at the direction of the superintendent, oversees the development of career education programs. The deputy superintendents will insure that appropriate resources in the divisions and offices of the administrative axis are involved in signaling the possible need for a study or a major program and are utilized in the development of a career education program.

It is evident that the definition of a "Career Education Program" is critically important to this recommended new organizational configuration. It would be unwise--as well as virtually impossible--to define neatly and precisely what should and should not qualify as career education programs. Definitions and criteria should be modified and refined through actual experience and in response to changing needs. The inherent flexibility of the system permits the tryout of different criteria and various kinds of career education programs.

Effective mobilization and utilization of appropriate resources is required; and the problem is so unique or complex that the resources of any one existing division are not fully appropriate to the requirements. Frequently, career

education programs will be somewhat inter-related or at least involve complementary tasks or functions. This is a further reason for being grouped under the management and supervision of a career education program director. Such a structure, we believe, retains the strengths of the present state agency while at the same time provides for the flexibility and leadership needed in career education.

The magnitude of the efforts required and the frustrations involved in organizing an effective State-level agency to administer the career education program are legend. It is the considered opinion of the career education staff, however, that the objective is worth the price.